

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/ Objective(s)	By DATE 20XX, STUDENT independently will jump rope for 30 jumps while displaying at least two of the following components in 4 out of 5 trials, as measured by tally chart kept in personal fitness journal. 1. Jump over a rope or line forwards and backwards 2. Arms at side, elbows slightly flexed, and palms forward 3. Body straight but flexible 4. Use circular wrist motion to turn the rope 2.1d, 2.1g, 2.1h, 2.4b	
Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.		
Acronym	Choose 1 sentence-starter for each letter and complete it in the third column below.	
Goal	<ul style="list-style-type: none"> ●Your task is __ ●The goal is to __ ●The problem or challenge is __ 	The goal is to improve your cardiorespiratory endurance and coordination by jumping continuously while self-turning the rope for an extended period of time.
Role	<ul style="list-style-type: none"> ●You are __ ●You have been asked to __ ●Your job is __ 	<i>Your job is to practice jumping rope at the beginning of class each day and record the number of times you jump successfully in your fitness journal tally chart.</i>
Audience	<ul style="list-style-type: none"> ●Your clients are __ ●The target audience is __ ●You need to convince __ 	You need to convince your HPE teacher or TA that you can increase your heart rate by jumping rope.
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is __ ●The challenge involves dealing with __ 	The challenge involves dealing with time management as you will only have the warm up time period to complete your jumps each class period.
Product	<ul style="list-style-type: none"> ●You will create a __ in order to __ ●You need to develop __ so that __ 	<i>You will create a calendar and tally chart to record your number of jumps each day and track your progress.</i>
Standards & Criteria for Success	<ul style="list-style-type: none"> ●Your performance needs to __ ●Your work will be judged by __ ●Your product must meet the following standards: __ 	Your product must meet the following standards: <ul style="list-style-type: none"> ● Goal written at the top of the chart in a complete sentence ● Clear and dated calendar ● Accurate use of tally marks

Step 3: Use the completed sentences above to write a scenario students will read and follow to complete this performance based assessment.

To improve cardiorespiratory endurance students will perform self-turn continuous jump roping. Students will create a workout calendar in their fitness journal that enable them to track the number of jumps the complete during the warm-up portion of each physical education class for one month. Students will write a goal at the top of that calendar of how many jumps they want to be able to complete during the one month period. Students will record their jumping data each day and analyze the data at the end of the one month period to determine whether they met, exceeded or fell short of their goal.

Step 4: Align your summative, performance-based assessment with a grading rubric.

CATEGORY	4	3	2	1	Total
Performance of self-turn rope skills	Student will use both hands to continually turn the rope while simultaneously jumping over it with two feet and no additional bounces.	Student uses both hands to continually turn the rope while simultaneously jumping over it with a combination of a two foot jump and skipping motion.	Student uses both hands to continually turn the rope while simultaneously jumping over it with a skipping motion.	Student uses both hands to turn the rope while jumping over it with either a two foot or skipping motion and having to stop between each jump/skip	___/4
Exercise Calendar	Student creates an exercise calendar corrected labeled with days of the week and dates. The calendar also has the student's individual goal written at the top.	Student creates an exercise calendar labeled with days of the week or dates. The student also has their individual goal written at the top.	Student creates an exercise calendar labeled with days of the week or dates.	Student uses a blank, unlabeled calendar to record data.	___/4
Fitness Goal(s)	Student created a Fitness Goal and made a connection to practice over time.	Student selected a Fitness Goal from a teacher-generated list and made a connection to practice over time.	Student selected a Fitness Goal from a teacher-generated list and made a connection to practice over time with teacher assistance.	Student worked on Fitness Goal that was teacher-generated and made a connection to practice over time with teacher assistance.	___/4
Reflection	Reflections includes understanding of whether the student met their fitness goal and how that affected their cardiorespiratory endurance, how accurately they recorded data, and how they could improve their goal for the future.	Reflection includes understanding whether the student met their fitness goal, how accurately they recorded data and how they could improve their goal for the future.	Reflection includes understanding whether the student met their fitness goal and how accurately they recorded their data.	Reflection includes understanding whether the student met their fitness goal.	___/4